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AUTHOR Eagle, Norman
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ABSTRACT

The class entering Bronx Community College in September 1980 is described in this report in terms of high school averages (general, English, and mathematics); placement into remedial or pre-college level English, reading, and mathematics courses; and subsequent enrollment in these courses. The data, compared on a series of tables with findings from similar studies conducted annually since 1972, indicate that while 62% of the entering students were placed in remedial English or reading courses, 70% of the students actually enrolled in the courses. Conversely, while 71% of the students were placed in remedial mathematics courses, only 55% of the students actually enrolled in the classes. Of the 1,283 known high school averages, 31% fell below .70 and 14% fell below .65. Since the discontinuation of open admissions policies and the implementation of progress standards in 1976-77, the proportion of severely underprepared students (those with a high school average below .70) declined significantly in English and general academic achievement, but not in the areas of mathematics and foreign languages. The number of students taking college-level courses, rather than required remedial courses, increased steadily from 1977 to 1980. Each of the data tables contained in the study report provide a breakdown by 14 curricular areas. (JP)

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Research Report: BCC 1-80

The Academic and Remedial Placement Profile of Students Entering B.C.C. in September, 1980, by Curriculum Group.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Dr. Norman Eagle, Director
Office of Institutional Research
October, 1980

Bronx Community College
of the City University of New York
"University Heights"
181st. Street & University Avenue
Bronx, N. Y. 10453

JC 800 556

Summary

1. Sixty two percent of the Fall 1980 entering class were placed into a remedial reading, a remedial English, or both remedial classes.

2. In addition to the above, 9% of the students showed unknown placements in English (only), 2% had unknown placements in remedial reading (only), while 28% showed unknown placements in both areas.

3. Seventy percent of the entering class were enrolled in at least one of the remedial reading-English courses (29% were enrolled in both). This is a substantial increase over the proportion of students enrolled in these courses previously.

4. Seventy-one percent of the entering class were placed into a remedial mathematics class. In addition mathematics placements were unknown for 27% of the students.

5. Fifty-five percent of the entering class were enrolled in a remedial mathematics class, an increase over the average of 43% for the previous three years.

6. In general, the number of students not taking remedial courses required, but taking college-level courses, has increased from 1977 to 1980.

7. The proportions of students recommended to B.C.C. by the University Applications Processing Center having high school averages below 70% have remained stable over the past four years at approximately the following levels: 3 year general average (.28), 3 year English average (.23), 3 year mathematics average (.53).

8. Of the 1,283 known 3 year high school averages of enrolled students (approximately one half sample), 31% are seen to fall below 70%; 14% below 65%, somewhat larger than the previous Fall, but consistent with Fall 1977 and Fall 1978.

9. While there has been a slight over-all improvement in the general academic readiness of entering students since the last year of free tuition-open enrollment (1975), B.C.C. continues to enroll among the highest proportions of students with high school general averages below 75% of all seventeen C.U.N.Y. units.

NE:ss

The Academic and Remedial Placement Profile
of Students Entering B.C.C. in September, 1980,
by Curriculum Group.

This report describes the B.C.C. class entering in September, 1980 in terms of high school averages (general, English, mathematics), placements into remedial or pre-college level English, reading, and mathematics courses, as well as enrollments in these courses. It also examines actual course registrations of enrolled students placed into, though not registered in, these remedial courses. Trends since the early years of open admissions are shown where possible.

REMEDIAL PLACEMENTS AND ENROLLMENTS (English and Reading)

Table 1 shows the distribution of remedial placements in remedial English, reading, or both, for 14 curriculum areas since Fall, 1971. The table reflects the placement only of students who actually enrolled in the College. However, the data underestimate the actual proportions placed, even of enrolled students, since many students appear on the Computer Center placement tapes as having no record of placement, and hence do not reflect "potential" remedial placements. The proportions of students not showing a placement in any basic skills area are reported in Table 6, so that better estimates of the real need for remediation may be made.

Table 1 shows that a minimum of 62% of all identifiable students applying to B.C.C. for Fall 1980 admission, who took placement tests in the Reading-English area, and who subsequently enrolled at the College, were recommended

for at least one remedial course in this area.[1] However, the acutal proportion of the entering class requiring remediation in this area is higher than the reported 62%, due to the fact that 28% of the student records show no placement results at all in the English-Reading area (see Table 6). Of these 62%, 34% were recommended for placement into both a remedial reading and a remedial English (writing) course, approximately the same proportion as for Fall 1979.

Actual enrollments of freshmen in remedial Reading-English courses are shown in Tables 2 and 7. It can be seen that 70% of the students are actually enrolled in at least one of the remedial English-Reading courses. This is a substantial increase over the proportion of students enrolled in these courses previously, and may reflect the College's determination to give high priority to providing for the remedial needs of students as early as possible. This speculation receives some support from the observation that neither the proportions of students requiring remediation in this area nor having high school English averages below 70% have shown any tendency to rise.

If the mean enrollment proportion, plus and minus .05, is taken as an "average" range of proportions enrolled across all curriculum groups, the groupings in Table 3 show which curricula fall within this "average" range, and which fall above or below this range. The groupings reveal that the accounting and the education associate curriculums show higher than average proportions of students taking remediation in the Reading-English area, while the engineering science curriculum shows a relatively lower proportion of students enrolled in these courses. These trends have been consistent for the education associate and engineering science curriculums, at least over the past three years.

[1] comparisons between pre 1977 and post 1976 results are tenuous because of a change in placement test at that time. Comparison of annual placements are generally tenuous, and not made, because of large proportions of "missing" placements.

REMEDIAL PLACEMENTS AND ENROLLMENTS (Mathematics)

Table 4 shows that almost 3 out of 4 registered freshmen (71%) were placed into a remedial mathematics section, 9% more than the proportion placed last year (62%). This represents a minimum estimate since placements were listed as "Unknown" on the computer tape for 27% of the students. Undoubtedly, more than 71% of the enrolling freshmen were actually recommended for placement into remedial mathematics.

Actual enrollments in remedial mathematics classes are shown in Tables 5 and 7, where it is seen that 55% of the entering class are enrolled in a remedial mathematics class. Thus, the decline (from 1976) in the proportion of freshmen enrolled in remedial mathematics classes, which averaged 43% from 1977 through 1979, has been halted.

While significant proportions of placements into English-reading and mathematics remedial courses are "Unknown", it would seem that remediation in the English-reading area is proceeding at a faster rate than remediation in mathematics.

If the curriculum groups are sorted into three sub-groups (average, below average, above average) as was done for the Reading-English enrollments above, the groupings in Table 8 emerge for enrollments in remedial mathematics courses. It is clearly seen that the technical curriculums continue to show higher than average proportions of students enrolled in remedial mathematics courses, while the "least technical" curriculums show the opposite tendency (excepting Nursing). This has been a very clear and definite trend for several years. It is not surprising that the curriculums requiring more mathematics show higher proportions of students enrolled in remedial mathematics courses, since progress in the curriculum is strongly related to progress in mathematics.

PLACEMENT-ENROLLMENT DISCREPANCIES

While most entering matriculated students are enrolled in some kind of remedial course, there is still a considerable number who are placed into remedial courses, but who take regular college level courses without taking the remedial courses assigned. The extent of this situation for the Fall 1980 entering class is shown in Table 9. This table shows, for example, that of the 1,120 students not enrolled in the full program of remedial English-reading into which they were placed, 80 enrolled in History 10, 156 in Psychology or Sociology 11, and 126 in English 13. (These are not mutually exclusive students, that is, a student with the remediation need specified could be enrolled in more than one college-level course.) It is seen that 36 students who should have been excluded from English 13 specifically for failing to meet entry level writing requirements were, in fact, enrolled in the college-level English course, a larger number compared with last year. In mathematics, only one student who was placed into a remedial mathematics course actually enrolled in a college-level mathematics course. In general, the number of students not taking remedial courses required, but taking college-level courses, increased from 1977 to 1980, after having declined over the previous year.

HIGH SCHOOL AVERAGES

The proportions of students at five levels of three-year high school averages, for general academic achievement, English, and mathematics are shown in Tables 10-12. (In considering the following discussion involving Tables 10-12 it must be borne in mind that only approximately half of the 3 year high school general averages and one third of the English averages are known for the Fall 1980 entering class. Complete data were also unavailable in the past.) Table 10 discloses that of the 1283 known high school general averages

of enrolled students, 31% are below 70%. In fact 14% are below 65%. These are larger than the corresponding figures for the previous Fall, but consistent with Fall 1977 and Fall 1978. Accurate estimates, and comparisons with other C.U.N.Y. community colleges, are made extremely tenuous by the relatively high proportion of "unknown" high school averages for some of the units, including this College where averages are known for only 1,283 Fall 1980 freshmen out of an entering class of approximately 2,200.

It may also be seen that the overall proportion of enrolled new students with high school averages in English below 70% (.26) is higher than the corresponding proportions for Fall 1978 and Fall 1979, which were .25 and .20 respectively. However, these proportions are still considerably below those which characterized the years between 1974 and 1976 (.34, .38, .31), probably reflecting the more rigorous entry requirements in force since Fall 1976.

This year the lowest proportions of students with high school English averages below 70% are seen in the business secretarial curriculum (.17), while the highest are seen in the electrical technology (.35), and education associate (.36) curriculums.[1]

With regard to high school mathematics, curriculum sample sizes are too small to support even the most tenative comparisons. Likewise, the 25% sample size over all curriculums is also too small to justify interpretation. Mathematics data have consistently been more incomplete than English data, for reasons unknown.

TRENDS IN U.A.P.C. ALLOCIATIONS TO B.C.C.

Table 13 presents a ten year record of the proportions of students recommended to B.C.C. by the University Applications Processing Center (U.A.P.C.)

[1] excluding curriculum groups of extremely small size

with three year high school averages below 70% in three academic areas and in the three-year general academic average. It is evident that since the end of open admissions and the implementation of progress standards during the 1976-77 academic year, the proportions of severely underprepared students (high school averages below 70%) have declined significantly in English and in the area of general academic achievement. However, parallel declines in mathematics and foreign language averages are not seen. Thus there is an indication that despite somewhat higher over-all high school averages, significant mathematics deficiencies continue to characterize students allocated to B.C.C. by the University Applications Processing Center. This is not to deny serious deficiencies in the English and reading areas as well although, at least as far as high school averages are concerned, these areas have shown a slight improvement in the "quality" of students allocated to B.C.C. since the implementation of progress standards in 1976. However, as was noted over the past three years, the slight improvement in the general academic "quality" of students enrolled at B.C.C. since the Fall of 1975 is in marked contrast to the fact that for the entire period since open admissions this college has consistently enrolled the hgihest proportions of academically underprepared students of any college in C.U.N.Y., with only a few scattered exceptions throughout the period. For example, as late as Spring 1978, 75% of the B.C.C. entering class had high school averages less than 75%. Only one other unit in the entire C.U.N.Y. system exceeded this proportion. Even now, (as of Fall 1980), where some improvement may be seen in the English area (in terms of high school averages),

B.C.C. continues to enroll among the highest proportions of students with general high school averages below 75% of all seventeen C.U.N.Y. units. On the other hand some improvement is seen in the proportion of students entering with high school averages below 70% (as of Fall 1980).[1]

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[1] These observations are made from data presented in the official C.U.N.Y. data book series. However, the large number of missing or unknown averages suggest that caution must be used in interpreting these official data statements.

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Table 1. Trend in the proportions of entering and enrolled freshmen recommended for remedial placement in Reading-English, Fall semesters 1971-1980.*

	Reading - English									
Curriculum	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
Business Accounting	.66	.81	.72	.72	.81	.64	.78	.69	.78	.67
Business Retail	.59	.60	.61	.63	.73	.51	.64	.65	.80	.69
Secretarial Studies	.54	.74	.67	.77	.79	.83	.79	.72	.80	.67
Data Processing	.67	.79	.69	.76	.83	.71	.77	.82	.57	.62
Medical Lab Technology	.76	.68	.41	.73	.77	.78	---	.71	.69	.59
Mechanical Technology	.75	.76	.54	.63	.83	.88	.71	.63	.68	.68
Electrical Technology	.67	.74	.58	.72	.75	.75	.66	.74	.69	.70
Nursing/Pre-Nursing	.68	.57	.42	.76	.78	.78	.69	.70	.73	.64
Liberal Arts	.53	.69	.66	.78	.76	.72	.68	.60	.64	.59
Engineering Science	.71	.70	.43	.76	.78	.75	.64	.65	.70	.64
Business Administration	.66	.73	.70	.68	.76	.66	.77	.61	.61	.64
Pre-Pharmacy	.56	.66	.52	.74	.78	.86	.67	.90	.65	.65
Music & Perf. Arts	.41	.56	.50	.67	.64	.89	.70	.65	.65	.61
Education Associate	---	---	---	---	.85	.80	.74	.71	.69	.78
All Curriculums	.60	.72	.63	.74	.78	.70	.71	.68	.68	.62

*Proportions do not include students with "unknown" placements. Therefore, these are minimum estimates.

Table 2. Proportions of freshmen enrolled in remedial Reading-English, Fall semesters since 1972.

Curriculum	1972	1973	1974	1975	1976	1977	1978	1979	1980
Business Accounting	.58	.50	.43	.64	.61	.65	.62	.59	.78
Business Retail	.32	.50	.51	.51	.79	.52	.63	.61	.70
Secretarial Studies	.57	.54	.46	.62	.77	.68	.68	.73	.75
Data Processing	.63	.64	.55	.66	.64	.74	.67	.46	.69
Medical Lab Technology	.50	.36	.57	.57	.72	---	.64	.61	.74
Mechanical Technology	.64	.44	.47	.49	.72	.47	.56	.62	.74
Electrical Technology	.52	.38	.48	.56	.65	.63	.59	.57	.69
Nursing/Pre-Nursing	.45	.36	.70	.60	.74	.62	.63	.68	.72
Liberal Arts	.55	.50	.43	.47	.66	.59	.55	.54	.67
Engineering Science	.50	.33	.39	.61	.70	.51	.49	.50	.62
Business Administration	.49	.56	.45	.46	.66	.70	.55	.53	.72
Pre-Pharmacy	.40	.44	.45	.57	.69	.51	.65	.46	.65
Music & Perf. Arts	.44	.33	.39	---	.73	.61	.54	.61	.73
Education Associate	---	---	---	.50	.77	.68	.66	.72	.76
All Curriculums	---	.47	.47	.54	.69	.62	.60	.59	.70

Table 3. Distribution of curriculum areas according to proportions of students enrolled in remedial Reading-English.

< .65	Mean ± .05 .65 - .75	> .75
Engineering Science (.62)	Pre-Pharmacy (.65) Liberal Arts (.67) Electrical Tech (.69) Data Processing (.69) Business Mgmt. (.70) Business Adm. (.72) Nursing (.72) Music & P. A. (.73) Mechanical Tech. (.74) Medical Lab.Tech. (.74) Secretarial Stud. (.75)	Education Assoc. (.76) Accounting (.78)

Table 4. Trend in the proportions of entering and enrolled Freshmen recommended for remdial placement in Mathematics, Fall semesters 1971-1980*

	Mathematics									
Curriculum	1971	1972	1973	1974	1975	1976	1977	1978#	1979	1980
Business Accounting	.57	.51	.61	---	.74	.57	.52	.58	.62	.71
Business Retail	.47	.50	.79	---	.82	.67	.50	.53	.76	.73
Secretarial Studies	.51	.51	.57	---	.71	.55	.43	.74	.80	.75
Data Processing	.45	.40	.52	---	.71	.49	.39	.64	.45	.64
Medical Lab Technology	.73	.62	.74	---	.72	.69	---	.60	.62	.60
Mechanical Technology	.70	.56	.79	---	.74	.78	.37	.44	.57	.68
Electrical Technology	.70	.62	.68	---	.76	.55	.52	.57	.57	.68
Nursing/Pre-Nursing	---	.01	.04	---	.05	.81	.48	.70	.69	.68
Liberal Arts	.65	.64	.58	---	.74	.60	.49	.54	.57	.64
Engineering Science	.56	.48	.58	---	.64	.58	.43	.38	.52	.61
Business Adminstration	.66	.66	.71	---	.78	.58	.48	.53	.53	.68
Pre-Pharmacy	.69	.43	.68	---	.84	.65	.47	.55	.69	.65
Music & Perf. Arts	.29	.39	.25	---	.81	.53	.31	.62	.78	.56
Education Associate	---	---	---	---	.84	.74	.46	.60	.81	.76
All Curriculums	.56	.54	.57	---	.68	.64	.46	.60	.62	.67

*Does not include proportions of students with "unknown" placements. Therfore, these are minimum estimates.

#1978 proportions reflect placements into Math 05 only, since Math 06 placements were not available for processing at Computer Center.

Table 5. Proportions of freshmen enrolled in remedial Mathematics, Fall semesters since 1972.

Curriculum	1972	1973	1974	1975	1976	1977	1978	1979	1980
Business Accounting	.52	.37	.30	.24	.53	.34	.45	.50	.63
Business Retail	.23	.46	.24	.25	.67	.40	.46	.56	.58
Secretarial Studies	.35	.17	.24	.11	.50	.29	.37	.28	.45
Data Processing	.33	.40	.34	.25	.57	.40	.41	.36	.65
Medical Lab Technology	.57	.62	.60	.52	.64	---	.53	.58	.70
Mechanical Technology	.56	.72	.48	.49	.58	.37	.59	.62	.68
Electrical Technology	.60	.69	.53	.50	.71	.51	.62	.73	.72
Nursing/Pre-Nursing	.03	.25	.47	---	.62	.48	.42	.28	.49
Liberal Arts	.44	.39	.25	.28	.63	.40	.45	.47	.53
Engineering Science	.52	.55	.54	.54	.59	.49	.65	.61	.59
Business Administration	.48	.41	.33	.21	.62	.42	.43	.36	.60
Pre-Pharmacy	.43	.58	.53	.53	.74	.53	.45	.58	.50
Music & Perf. Arts	---	---	---	---	---	---	.24	.37	.22
Education Associate	---	---	---	.30	.59	.51	.27	.42	.43
All Curriculums	---	.40	.32	.29	.60	.41	.45	.42	.55

Table 6. Distribution of Remedial Placements in English, Reading, and Mathematics, of students enrolled in the College, by Curriculum. Numbers are percents of Total N. including unknown placements.

Curriculum	ENG 01 only	ENG 02 only	ENG Place't Unknown	RDL 01 only	RDL 02 only	RDL Place't Unknown	Any Rem. ENG & RDL	Rem ENG and RDL Unknown	MTH * 05	MTH Unknown	Total (Unique) N
Bus. Acctg.	5	3	12	10	11	2	38	24	71	27	181
Bus. Retail	11	2	9	7	13	4	36	27	73	27	45
Secretarial	2	4	9	13	13	3	35	22	75	24	195
Data Proc.	2	4	10	14	10	2	32	31	64	34	173
Med. Lab. Tech.	2	1	10	14	13	2	29	35	60	38	102
Mech. Tech.	5	0	21	21	16	5	26	21	68	21	19
Elec. Tech.	5	6	9	18	7	5	34	21	68	24	125
Pre Nursing	2	3	7	8	10	2	41	27	68	29	455
Lib.Arts & Sci.	3	6	9	10	10	2	30	29	64	33	399
Eng. Science	6	5	5	14	14	0	25	23	61	23	83
Bus. Admin.	3	4	10	12	10	1	35	28	68	30	195
Pre-Pharm.	0	5	10	30	5	0	25	30	65	30	20
Performing Arts	0	6	11	11	22	0	22	39	56	39	18
Educ. Assoc.	1	2	14	11	12	0	42	22	76	24	91
All Curriculums #											
N	61	83	192	245	224	44	729	597	1424	647	2140
P	.03	.04	.09	.11	.10	.02	.34	.28	.67	.30	

*Students may enter into both English-Reading and Mathematics statistics. These students may not actually be enrolled in the courses into which they are placed.
#Includes small curriculums not listed above.

Table 7. Distribution of Remedial Enrollments in English, Reading, and Mathematics by Curriculum, for entering matriculated students. *

(Numbers are percents of Total line N)

Curriculums	ENG 01 only	ENG 02 only	RDL 01 only	RDL 02 only	ENG 01/02 & RDL 01/02	MTH 05	MTH 06	OTHER	Total (Unique) N
Bus. Acctg.	17	14	9	8	30	62	1	9	181
Bus. Retail	16	11	7	7	29	56	2	13	45
Bus. Sec'l.	7	13	10	11	34	45	0	10	195
Data Proc.	13	11	7	9	29	64	1	11	173
Chem. Tech.									
Med.Lab.Tech.	17	8	9	15	25	69	1	9	102
Plastics Tech.									
Mech. Tech.	37	16	11	5	5	68	0	11	19
Electric Tech.	19	12	6	6	26	70	2	11	125
Nursing	10	12	11	7	32	49	0	13	455
Liberal Arts	15	15	6	5	26	51	2	17	399
Engin'g.Sci.	20	12	10	6	14	52	7	14	83
Bus. Adm.	16	9	8	7	32	57	3	10	195
Pre-Pharmacy	00	10	25	5	25	50	0	15	20
Music & P.A.	6	6	6	22	33	22	0	28	18
Edu. Assoc.	14	10	7	5	40	43	0	12	91
Undecided/ Other									
All Curriculums #									
N	288	256	176	157	613	1138	27	273	
P	.14	.12	.08	.07	.29	.54	.01	.13	2114

*Students may enter into both Mathematics and English-Reading statistics.
#Including small curriculums not reported above.

Table 8. Distribution of curriculum areas according to proportions of students enrolled in remedial Mathematics.

< .50		Mean ± .05 .50 - .60		> .60	
Music & P.A.	(.22)	Pre-Pharmacy	(.50)	Accounting	(.63)
Education Assoc.	(.43)	Liberal Arts	(.53)	Data Processing	(.65)
Secretarial Stud.	(.45)	Retail Bus. Mgmt.	(.58)	Mechanical Tech.	(.68)
Nursing	(.49)	Engineering Sci.	(.59)	Med. Lab.Tech.	(.70)
		Business Adm.	(.60)	Electrical Tech.	(.72)

Table 10. Distribution of 3 Year High School General Averages for September 1930. Registered Freshmen. (Numbers are percents.)

Curriculum	Total N	N Known Av.	Below 65	65 - 69	70 - 74	75 - 79	80+
Business Accounting	181	112	13	15	44	21	7
Business Retail	45	27	15	22	48	15	0
Business Secretarial	195	138	9	16	40	25	9
Data Processing	173	115	16	17	42	18	8
Medical Lab. Tech.	101	59	15	14	42	24	5
Mechanical Tech.	19	15	13	20	13	33	20
Electrical Tech.	125	93	22	24	34	11	10
Nursing Pre-Nursing	455	231	19	16	49	14	2
Liberal Arts & Sciences	399	233	15	16	49	14	6
Engineering Science	83	52	6	10	56	25	4
Business Administration	195	126	12	20	42	15	11
Pre-Pharmacy	20	14	14	7	36	7	36
Music & Perf. Arts	18	9	11	22	44	22	0
Education Associate	91	57	12	30	46	9	4
All Curriculum*	2195	1283	14	17	44	17	7

*includes students in curriculums not shown above.

Table 9. Enrolled students with verifiable Fall, 1980 student numbers placed into, but not taking remedial courses into which they were placed, and some courses they are taking. *

	RDL 01 (191)	RDL 02 (300)	ENG 01 (40)	ENG 02 (89)	Any ENG Any RDL (500)	Total (1120)
ACC 11	3	11	8	11	25	58
BIO 11	2	2	0	4	12	20
18	1	5	0	1	5	12
BUS 11	2	16	5	8	26	57
CMS 11	30	42	8	9	139	228
CHM 11	1	2	0	2	1	6
ECO 11	0	2	0	2	2	6
ELC 11	1	1	0	4	2	8
ENG 13	26	64	1	22	13	126
FRN 11	4	6	2	0	9	21
HIS 10	10	23	4	19	24	80
MTH 11	0	0	0	0	0	0
16	0	1	0	6	2	9
17	1	1	0	4	0	6
30	4	3	2	5	4	18
MEC 11	2	3	2	1	5	13
POL 11	0	1	0	0	0	1
SOC 11	7	15	4	8	23	57
PSY 11	14	30	2	11	42	99
SPN 11	9	10	4	5	34	62
OTHER	618	389	95	227	1498	2827
TOTAL*	736	626	137	349	1866	3715

*Students may be enrolled in more than one regular course. The N for unique students is shown in parenthesis after remedial course designation and was estimated by actual count. While students may not have taken remedial course into which they were placed, it is possible that they may be enrolled in another remedial course, i.e., ESL in place of ENG 01., or RDL 02 in place of RDL 01.

Table 11. Distribution of 3 Year High School English Averages for September, 1980. Registered Freshmen (numbers are percents). #

Curriculum	Total N	N Known Av.	Below 65	65 - 69	70 - 74	75 - 79	80+
Business Accounting		86	7	14	42	26	12
Business Retail		17	18	12	65	6	0
Business Secretarial		99	6	11	30	33	19
Data Processing		87	14	16	43	17	10
Medical Lab. Tech.		44	7	16	34	27	16
Mechanical Tech.		10	10	20	20	30	20
Electrical Tech.		66	17	18	42	8	15
Nursing Pre-Nursing		142	9	16	51	17	6
Liberal Arts & Sciences		161	11	16	42	22	9
Engineering Science		29	10	17	34	34	3
Business Administration		90	8	17	43	22	10
Pre-Pharmacy		9	11	33	33	0	22
Music & Perf. Arts.		6	0	33	50	17	0
Education Associate		39	18	18	44	13	8
All Curriculums*		886	10	16	42	21	11

*includes students in curriculums not shown above.

#Percents should be interpreted with caution since curriculum sample representativeness is unknown.

Table 12. Distribution of 3 Year High School Mathematics Averages, for September, 1980. Registered Freshmen (numbers are percents).

Curriculum	Total N	N Known Av.	Below 65	65 - 69	70 - 74	75 - 79	80+
Business Accounting		40					
Business Retail							
Business Secretarial		55					
Data Processing		34					
Medical Lab. Tech.		25					
Mechanical Tech.		6					
Electrical Tech.		26		Curriculum sample sizes for known			
Nursing Pre-Nursing		51		averages are too small to be useful.			
Liberal Arts & Sciences		73		Caution should also be used in			
Engineering Science		15		interpreting All Curriculums proportions, for the same reason.			
Business Administration		40					
Pre-Pharmacy		4					
Music & Perf. Arts.		5					
Education Associate		19					
All Curriculums*		400	16	20	17	20	27

*includes students in curriculums not shown above.

Table 13. Comparision of proportions of high school averages below 70% for students recommended to B.C.C. by the University Applications Processing Center, September 1971 to September 1980.

	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980
3 year General Average	.47	.38	.39	.45	.43	.22	.26	.28	.27	.28
3 year English Average	.32	.27	.30	.37	.37	.27	.20	.22	.22	.23
3 year Mathematics Average	.61	.59	.56	.54	.51	.47	.51	.55	.55	.53
3 year Foreign Language Average	.45	.43	.42	.41	.38	.34	.38	.38	.36	.34

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